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ABSTRACT

Part VII of the proceedings contains five presentations. They are: "German for the Professions: Specialized German for Engineering and the Sciences" (Hannelore Lehr); "German for Business and Economics: A Three-Level Program at Georgetown University" (Barbara Z. Harding); "German for Business and Economics: Criteria for Selection of Specialized Texts and Materials, and for Program Development" (Barbara Z. Harding); "Using Job Advertisements in Teaching Business German" (Joseph F. Hickey); and "Objectives, Methods, Texts and Materials for Teaching Business German" (Doris F. Merrifield). (MSE)

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PROCEEDINGS OF THE 1984 EMU CONFERENCE ON
FOREIGN LANGUAGES FOR BUSINESS AND THE PROFESSIONS

PART VII:

GERMAN FOR BUSINESS AND THE PROFESSIONS

Geoffrey M. Voght, Ed.

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GERMAN FOR THE PROFESSIONS:
SPECIALIZED GERMAN FOR ENGINEERING AND THE SCIENCES

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Today, even with the changes attempted by foreign language departments there still is not enough institutional support for foreign languages. Richard Brod states, that "institutional commitment is one of the most significant factors determining the success or failure of any language program."¹ Everybody is aware of the big decline in foreign language enrollments, especially administrators in charge of budgets who do not want to support programs for which there seems to be little demand. Even with some changes occurring in the traditional language curricula i.e. moving away from the mainly "literature" oriented program to more communicative language skills which are better marketable particularly if combined with another major such as business, science or engineering there still is a lack of interest by most students, those who are not language majors to take up the study of a foreign language. In my opinion it is the responsibility of each individual foreign language instructor to examine very carefully the various degree offerings at his college or university and consequently to institute such a foreign language program that enhances the student's major course of study; a career oriented foreign language curriculum that would attract especially science and engineering majors who later will be employed most likely by multi-national corporations.

Very soon after I started teaching at Rose-Hulman Inst. of Technology I realized that the traditional language - literature oriented curriculum had to be changed for a student body comprised of only engineering and science majors if I wanted to increase the number of enrollments in German which were at that time (1968) about 25 students (first and second year) out of a student body of about 900 students altogether. The majority taking German at that time had to fulfil a foreign language requirement for certain subjects such as chemistry (which still requires one year of a foreign language) and physics. I also was determined to expand the German program by adding a

third year and already playing with the idea of offering one day "in the not so distant future" even a fourth year of German.

I prepared a questionnaire asking my students what they hoped to accomplish by studying German. Most responded by saying that it would broaden their cultural horizon, some hoped to acquire enough communication skills to carry on a basic conversation and a few stated that it might be an asset in getting a better job. Another part of the questionnaire was directed to special skills they hoped to acquire. First priority was placed on the improvement of their reading and comprehension skills to be able to read and understand current articles in German newspapers and in addition scientific /or technical reports in German technical / scientific periodicals. Also they liked to develop sufficient writing skills to be able to write a letter, (private or business) a short narrative piece or an abstract in German. Last not least they all stressed the importance of communication in a foreign language, maybe meeting with German engineers and exchanging ideas about their special technical interests. Of course, all of them hoped to work one day in Germany or a German speaking country for either a German or an American multi - national company to be exposed to the German "way of life."

I took their hopes and aspirations seriously and started to design a language program that would at least try to meet some of their expectations but most of all would be useful in their later professional career. The major objective in this endeavor was to find out what kind of language skills might most likely be marketable and enhance their future job. I had to develop a curriculum that would not be aimless but rather yield a product which was going to be different from the traditional foreign language department expectations emphasizing either literature or pedagogy i.e. training mainly their students to teach either on the secondary or college level.

It became my goal to develop a German program that would try to train language specialists for whom the knowledge of technical / scientific German is supplemental to the paramount requirement of their own major field. It took about a year until I got the support of the entire administration to start this program without adding an additional staff person. This meant that I had to teach 4 different courses ; new material had to be studied and developed for the third and fourth year level which caused many more problems than I had originally anticipated. Since German was not going to become a "major" i.e. a degree program as such the administration and myself agreed to put the emphasis on technical translation. (German into English.) By using some of the guidelines set up by the ATA and studying translator training programs offered at Germersheim (in connection with the university of Mainz) and the university of Saarbrücken (Institut für angewandte Sprachwissenschaft) I was able to write a syllabus for a third and fourth year special German program focusing mainly on translation and culminating in the "Technical Translator's Certificate." The students felt challenged . They had already studied as their major field process engineering, semiconductors, polymers, robotics etc. and now they could read about it in German and if necessary translate appropriate articles into English. They were picking up technical jargon which is called in German "Fachsprache." In addition communicative skills are stressed also because expectations by multi - national corporations are manifold when hiring engineers and scientists who have also had extensive training in a foreign language. George R. Evans^{ga} (Vice President of Bio-Dynamics / bmc) gives these reasons for studying German:²

1. to efficiently read German scientific literature,
2. to understand technical and managerial reports written in German and assist their US company representatives in dealing with problems and opportunities and to increase

- their chance for promotion,
4. to understand all matters discussed at business meetings that are conducted in German and to allow meetings to be conducted more efficiently in the native tongue of the majority of the participants,
 5. to make their German co-workers more relaxed in expressing themselves if they have forgotten a crucial English word,
 6. to more accurately convey ideas when misunderstandings arise,
 7. to understand the German market and develop correct approaches to market US products for the German market,
 8. to prevent being outsmarted by one's German colleagues,
 9. to understand German culture and customs,
 10. to become more relaxed and effective in foreign surroundings,
 11. to communicate with people in shops and restaurants,
 12. to communicate on a social basis in German with their co-workers' wives.

It is impossible to incorporate all these suggestions into any German curriculum, especially those that are pure communication skills which in my opinion can best be acquired if the student spends at least one semester abroad. However, suggestions 1,2,3,6, 7, 9, 10 and 11 are part of our program.

Up to the mid - seventies the study of foreign languages as part of the engineering curriculum had received little attention. A survey conducted in April of 1975 by George Hauck and Susan Fershee for the periodical Engineering Education yields some important information for the usefulness of foreign languages, especially German in the engineering curriculum. 56 of the 70 questionnaires sent to civil, electrical and engineering departments at colleges and universities in Indiana, Illinois, Michigan and Ohio were completed and returned. Although no departments had a foreign language requirement 44 departments stated foreign languages were optional in the engineering curriculum and that primarily four languages were admissible for

elective credits. German was cited by 27 departments, French by 26, Russian by 25 and Spanish by 23. Reasons for including a foreign language as an elective were given by 37 engineering departments.

1. cultural broadening was cited in 26 cases
2. technical communication in 7 cases
3. foreign language study as an intellectual exercise in 4 cases.

Another questionnaire was sent to 65 companies and agencies which regularly recruit graduates with engineering degrees at the authors' campus with regard to the kind of foreign language expertises they were looking for in their future employees. Forty companies responded, of which 21 were internationally oriented who cited the usefulness of a foreign language in the following areas:

Most (11) indicated work assignments abroad, followed by conferences with foreign clients or associates, (8) and the importance of translation of technical reports was emphasized by 7 companies. Some companies expected a growing demand for engineers who can communicate in a second language.

It should be noted that in this survey none of the first questionnaires were sent to the chemical departments at the various universities. Also, if that particular survey had been conducted in the late seventies the replies might have been different with regard to foreign language expertises, especially German for chemical engineers because of the close relationship between the West - German and American chemical industry.

William J. Storck states that " Foreign investments in the U S chemical industry are, of course, led by the Europeans and, in particular the West Germans. ... West Germany accounts for 21% of foreign direct investment in the U.S. chemical industry followed by the U.K. with more than 15.5%, and the Netherlands with a strong 14.6% of direct foreign investment in U.S. chemicals."⁴

These developments occurred because some American companies merged with

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German firms or were bought by the latter. Already by 1978 following American companies had been taken over by these German multi-national corporations: Calbiochem by Hoechst, Henkel --General Mills, Ruetgerswerke A.G. Neae Chemical, and Bayer purchased Helena Chemical. (Bayer already owned 50% of the company's stock.) In addition Bayer owns Mobay Chemical Corporation and Miles Laboratories, the latter is located in Elkhardt, Indiana. All these companies just mentioned have various plants at different locations within the U.S. The South - East seems to be the most preferred area at the present time followed by the West coast and New Jersey. An exact listing of all types of German companies, service organizations and banks can be purchased from the German-American Chamber of Commerce in New York. Every year they publish an updated edition. This "catalogue" has become very popular with my students, especially the Seniors, who, very often write directly for job information to those companies before their recruiters come to our campus.

The major reason for these heavy investments in the U.S. market was of course the decline of the value of the dollar in the late seventies but the need for expansion was an important factor too and most of all the U.S. represented a very promising market. Kurt Lanz, Deputy Chairman at Hoechst headquarters in Frankfurt puts it very bluntly: "No market in the world is more important to Hoechst today than the U.S."⁵

By 1979, 200.000 people mostly on the professional and managerial level were employed by 1,050 German owned compnies now operating in the U.S. In order to identify special fields and professional positions for which German language skills are necessary or at least a favorable asset I refer to an evaluation of statistics conducted by faculty members at the American Graduate School of International Management in Glendale, Arizona.⁶ In 1970 the German - American Chamber of Commerce in San Francisco sent out questionnaires

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to 105 American subsidiaries of German companies. Conclusions were drawn from 60 respondents of which 37(63%) were manufacturing firms, 22(37%) represented service organizations. The manufacturing firms considered a knowledge of German in the area of engineering important. Familiarity with technical German seemed to be most in demand next to general communication ability. With regard to translation - up to that time - between 10-30 % of instructions by the parent company had to be translated. Most companies indicated that they regard knowledge of German desirable (responses ranging from: of some importance to essential), when considering candidates for employment. Some also pointed out that they would pay a qualified candidate with knowledge of German more than an otherwise equally qualified job seeker. (pay increase from 10 - 20%.) If one takes into consideration that according to this survey only 10 % to 20 % of the managers and professionals know German, it could be assumed that German subsidiaries here in the U.S. have difficulty finding qualified employees with a specific knowledge of German.

The increased German investment in the U.S. indicates that certain language skills are definitely in demand "... in the fields of marketing, engineering, business and law. It is essential that engineers be able to read and interpret German drawings and adapt them to U.S. requirements."⁶ Eduard Bongaerts bemoans the shortage of engineers with a working knowledge of German too. "We ourselves, in our small organization, suffer most from lack of bilingual professionals, in our case engineers, and resort to time consuming acquainting periods and "import" of language ability, on top of our "import" of product knowledge."⁷

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Hoechst America Inc. hires for it's top management positions mostly Americans who must take a rigorous course in German before being hired. John G. Brookhuis in charge of American - Hoechst has this advice for his American employees: "Wenn Sie im Konzern Karriere machen wollen, müssen Sie Deutsch lernen." ⁸

German language capabilities will enhance the job opportunities of American specialists. However, German language skills alone will not lead to a position with an American subsidiary of a German company. Only if he combines his expertise in engineering or business with a good background in the German language will he be in a better position than his contender who lacks these capabilities.

As I mentioned earlier, the majority of our students in the third and fourth year (Technical Translator Program) are chemical engineering majors. Since our program has been in existence quite a few took employment with German subsidiaries such as Hoechst and BASF, the latter coming to our campus regularly, the interviewer for the last two years has been one of my former translation student. The rest of the graduates seeks employment with American multi-national companies. In this case, most of the time the knowledge of German is not a requirement however, the companies are very much impressed with their language expertise and it is an asset in getting the job. This is true for about 80% of my former students. (I conduct my own poll every year in regard to the companies they interviewed with and how much they valued their foreign language background.) For this purpose I will only report of this year's certificate holders. Of the 14 graduates -all but one- getting a degree in chemical engineering, 3 enrolled in graduate schools receiving fellow-

ships,(private universities) U. S. Air Force 1. U. S.Army 1, leaving for Stuttgart next month, 3 found employment with American multi-national companies for which the knowledge of German was a prerequisite. They will have a one year training period here with the U.S. company before being sent to it's subsidiary in the Federal Republic. For two candidates German was not a requirement, but it was an important factor for employment since both companies export most of their products to Germany. The remaining four graduates indicated that their future employers were impressed with their foreign language knowledge although there seemed to be no immediate demand for it.

Next year the results of my pole will be entirely different, since I will have more students majoring in electrical than in chemical engineering. This will be a new challenge to all of us as to finding appropriate job opportunities. From my own experience I know that some electrical companies, German as well as American ones look for qualified engineers who also have a knowledge of German especially in the technical and scientific sector.

In my opinion there is a need for career - oriented foreign language courses. After acquiring a basic language proficiency, students should have options other than the traditional literature courses on the advanced level. Furthermore, I believe that the study of foreign languages especially technical German should be a part, at least an option, within the engineering curriculum.

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GERMAN FOR BUSINESS AND ECONOMICS:
A THREE-LEVEL PROGRAM AT GEORGETOWN UNIVERSITY

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The instruction of languages in an interdisciplinary framework and for specific purposes is an area in which new and exciting developments are presently taking place in this country. Therefore mutual exchange of ideas and experiences with existing programs at other institutions is of great value for further improvement of foreign language instruction for business and the professions.

Having been instrumental in the development of the "Program in Business German" at Georgetown University I would like to describe this program within its larger setting of the School of Foreign Service (SFS). Since this is a rather specific setting, let me outline it briefly.

The SFS defines its mission broadly as education in international affairs. This encompasses study in the social sciences, humanities, and foreign languages. The undergraduate education is multidisciplinary, designed to prepare students for further academic or professional study and for public and private international careers.

During their first two years students take

courses in government, history, economics, the humanities, and foreign languages. In addition, they all participate in a Faculty Seminar addressing current issues and problems in international affairs. Some of these Faculty Seminars are conducted entirely in a foreign language, e.g., Spanish, French, or German.

In their upperclass semesters students concentrate in one of five divisions: history and diplomacy, international politics, international economics, comparative and regional studies, and the humanities in international affairs. These divisions are in turn subdivided into various fields.

Languages by themselves are not one of the areas of major concentration. They serve rather as a tool for deeper understanding in each division and thus permeate all facets of the School's curriculum. However, proficiency in at least one foreign language is considered a primary objective and is a requirement for graduation. Students are expected to have studied a foreign language for at least two years prior to admission to the university so that they can fulfill this requirement within their first two years at

Georgetown. That does of course not preclude them from starting a new language or being placed into the introductory level of the one previously studied as a result of a placement examination which every entering student must take.

In the SFS we offer three levels of language instruction: two semesters each at the introductory, intermediate, and advanced level. Toward the end of the advanced course an oral proficiency examination is given.

Students in the Masters in Foreign Service program (MSFS) also have to pass such a language proficiency examination. Their program, however, does not provide for any language instruction itself. If these students need further language instruction they must enroll in the appropriate courses on a non-credit basis.

Already on the introductory and intermediate level a specific orientation is evident for SFS students studying German. The textbooks are selected not only for an optimal presentation of the structure of the language, but also for the content covered in their dialogues, reading texts, etc. Since the German economy represents an important and widely discussed topic, students

from the onset become familiar with such topics as profit sharing, co-determination, German unions, and the guestworkers.

Formerly, the SFS German language program ended after the advanced level. However, it became apparent that this was not a very satisfactory situation, neither from the students' point of view, nor with the idea of proficiency in mind. After years of arduous effort devoted to mastering the language per se and acquiring an understanding of its cultural context, our students found they had finally reached the stage where they could do things with their German. The traditional offerings of the German department are structured primarily with the German language major in mind and therefore are rarely appropriate for SFS students' goals and objectives.

The needs of these students on the one hand and factual information from the "real" world of politics, administration, business, and economics on the other hand led to the institutionalization of specific subject matter courses in German on the post-advanced level. At the same time, the customary literature and area studies courses continue to be open to all interested students.

I do not want to omit that a third need-- besides that of the students and of society--was my own: as an economist I must confess that I came with a certain natural inclination in finding an opportunity to teach the subject in which I had been trained. Hence, my first offering in the field was a Faculty Seminar on the German economy for post-advanced students, conducted in German.

The stated goal of the SFS is to bring the students to a language proficiency level which will enable them to use the foreign language with an accuracy in structure and content sufficient to handle all general and some professional communication in an area essential to international affairs. Therefore, it was not difficult to fit a "Program in German for Business and Economics" into the curriculum of the School.

The program currently consists of three levels:

Level one is parallel to the advanced, i.e. third year language course where a fourth weekly hour of instruction was added as a result of a grant to the School of Languages and Linguistics and the SFS for the purpose of intensifying our

language instruction. This fourth hour is normally taught by a graduate student who usually comes from the MSFS program. He or she therefore possesses a solid foundation in economics in addition to the required high degree of proficiency in the German language. Often even a native speaker is available.

One or two of these "fourth-hour" classes accompanying advanced German are in fact mini courses in business German. Here frequently used business vocabulary is introduced in a context illustrating style and correct usage. The topic of each lesson serves as a basis for grammar reinforcement and for exercises appropriate at this level.

The textbook used is Franz Bäumchen's Der Kaufmann, published by Hueber in Munich. Irmgard Burmeister's Meeting German Business, published by Atlantik Brücke Hamburg, serves as an introduction to the German economy in general and some business practices in particular.

The second level in the business German program is a three-credit-hour course in business German proper. Its prerequisites are advanced German or the equivalent and at least two semesters of economics or business administration.

This business German course to a large extent deals with the specialized language of import and export. Through intensive study of realistic dialogue-discussions as well as German economic and business texts the students acquire not only necessary special terminology, but also learn structural conventions appropriate for various facets of the German business world and the economy. At the same time they gain insights into particular German business practices.

The five volumes of the textbook series used, Geschäfts- und Verhandlungssprache Deutsch by Wolff, also published by Hueber in Munich, present the students with important concepts of foreign trade and teach the special terms in their appropriate syntactic, stylistic, and contextual environment. An accompanying cassette series adds further realism to the instruction.

For expanding the productive skill of writing, the students receive intensive practice

in business German correspondence. The textbook serving here as a model and guide is Sachs' Deutsche Handelskorrespondenz, Der Briefwechsel in Import und Export, published by Hueber. This book guides students through a logically structured series of business transactions in the field of import and export; they receive practice in the specific conventions of the sometimes stilted manner of German business correspondence. Even if the book seems a little outdated (e.g., no instruction on telexes) it is still representative. The comprehensive glossary of terms with its extensive definitions complements the less formal texttypes presented in the discussion parts of the Wolff-book.

In addition, the students are expected to read articles from the business section of the German press. They practice how to render their content orally and have to hand in a weekly written German summary. Frequently troublesome grammatical features are constantly reviewed. These exercises help students refine their linguistic repertoire when engaged in language activity relating to business and economics. Oral reports and papers on specific areas of the German

business world and economy are likewise part of the course.

The goals at this level are stated as the ability to:

- 1. follow and participate in German business negotiations;
- 2. read and discuss German economic and business texts;
- 3. understand and write German business correspondence;
- 4. translate economic and business materials;
- 5. be familiar with German business practices.

Level three in our program is a business-area-studies seminar for upperclass-undergraduate/graduate students. Its conceptual framework is intra- as well as interdisciplinary. Topics cover the areas a German-economics and business-administration major would touch upon in his studies. Finally, deeper cultural insights and an expanded knowledge and understanding in German area studies in general are to be expected as a result of this course.

Texts and materials used here are: Die Wirtschaft heute, a Meyer-Nachschlagewerk by the

Bibliographische Institut Mannheim; the latest edition of the Fischer Informationsatlas; the German business press; and cassettes mainly from Inter Nationes in Bonn, dealing with specific economic aspects of the Federal Republic and presenting interviews with personalities from the political and business sector of Germany. In addition, texts on selected topics are kept on reserve in the library or are copied and handed out to the students. Students also obtain current materials on their own by writing to German government institutions, banks, agencies, etc., explaining their objectives and asking for brochures, reports, and other available publications.

We invite up to three outside guest speakers per semester: usually an economist from the West German embassy or a representative of the German-American Chamber of Commerce, one from the East German embassy, and a journalist from a major German paper. They present a ca. 25 minute report on a pertinent topic and are then available for discussion with the students.

The format of this course tries to reflect real-life business and staff meetings with agenda

discussion, presentation of new aspects and ideas and their criticism, a general discussion, and a summary of the outcome.

Since this is a seminar, more independent work is required from the students. At the beginning of the semester each student receives a topic which he or she will have to present and defend at a certain date. Topics can be prepared by one or two students, as teamwork is another characteristic of the professional world.

The author or authors prepare a paper which is not a research paper with its requisite primary and secondary sources and their interpretation by eminent scientists, but rather a practically oriented report. This again is closer to the reality of the office world. Such a report presents relevant, often empirical data and their possible interpretation by experts in business and economics. Students are encouraged to collect such data from non-university sources if this is appropriate for their topic.

One week prior to presentation of the report's findings the paper is handed in and made available to all students in the seminar for previewing. One student is assigned the role of

discussion leader for the date of the report's presentation.

The entire concept works only if every participant adheres strictly to the prearranged schedule. (In the actual work place it is also not uncommon--as we all know--to operate under the pressure of deadlines.)

The format of the ideal class hour then looks like this:

- 1. Discussion of the reading material assigned for that day; the importance of regular course preparation can not be stressed enough.
- 2. Oral presentation of a report-extract by the author(s) of the paper. Since all students have read it, it need not be read again. Rather, the author presents the main topics and perhaps puts them in perspective so that a lively discussion is induced. Points to be considered could be:
 - Which facts contributed to the results?
 - What opposing views and objections can be raised?
 - What other results are possible? Why are they improbable?

- 3. Then it is the discussion leader's turn. The reason why I let a student act as discussion leader is to give everyone an opportunity to present a formal critique as might be expected from managers, supervisors etc. The discussion leader does not summarize the paper. Instead, he or she reflects upon the major points the speaker tried to make or to prove in the presentation.
- Was this done successfully?
 - Where did the author possibly go wrong? (incorrect data, logical inconsistencies etc.)
 - Which essential aspects should be discussed by the entire group?
- 4. Finally, general class discussion follows. I use the last minutes of class for a summary of the outcome of the meeting on that day.

Topics covered in this seminar are:

1. Survey of German economic history since the industrial revolution.
2. General economic geography of the two Germanies.
3. Market economy versus planned economy.

4. The legal basis of the West German economy in the Basic, civil, and trade law.
5. Money, currency, banking system, stock exchange.
6. Types of enterprises and corporations.
7. Labor-management relations, including trade unions, co-determination, profit sharing etc.
8. The social security net.
9. The system of taxation.
10. The international economic integration of the FRG and the GDR; export trade, etc.

Other topics may also be covered, depending on their particular relevance at a certain time, special needs of participants, or for other valid reasons.

The entire program is designed in such a way that students can take each part independently, provided they fulfill the prerequisites regarding language and knowledge of subject matter. A definite progression from one level of the program to the next is given, of course. Although similar or even identical topics may be dealt with on more than one level, this is done on a successively higher plane and with deeper penetration into the

subject so that a reinforcement of previously acquired skills and knowledge ensues.

Thus we offer our students--as far as the classroom setting permits--the empirical knowledge that different cultures quite often conduct business on the basis of different premises. Even if our students do not have an immediate opportunity to employ their particular training in German for Business and Economics directly upon graduation, this is a valuable skill which can be transferred to other areas of professional activities.

GERMAN FOR BUSINESS AND ECONOMICS:
CRITERIA FOR THE SELECTION OF SPECIALIZED TEXTS
AND MATERIALS, AND FOR PROGRAM DEVELOPMENT

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One of the most important decisions which teachers of a Language for Specific Purposes (LSP)--more precisely here teachers of German for Business and Economics (GBE)--have to make is, on what basis they should chose the approach to teaching such a course and consequently, what teaching materials should they select. We already know from general language courses that forms, grammatical and lexical as well as functional ones, should not simply be taught because they exist, but rather for the specific value they have for a particular group of learners. Only in this way can teaching and learning be made a more effective process.

For general language courses teachers rarely have to make a conscious selection from all the existing forms. After all, texts and teaching materials in which these selctions have already been made abound on the market. Thus the task is reduced to making an intelligent choice of the best set of available selections.

But when it comes to the teaching of a foreign language in the area of business and economics this is rarely the case. Actually most teachers here face a two-fold difficulty: one is a scarcity of prepared and time-tested materials, and the other is a possible reluctance of making a selection in an area not necessarily one's own field of expertise in regard to subject matter.

A major pragmatic concern for language teachers in general is the answer to the question of what it is that works and what it is that does not work. This sounds simple enough; however, finding an answer is usually not so simple. We can, of course, put into service our experience, intuition, common sense, good will, and a combination thereof. The result then will most likely be a process reflecting the changes which our understanding of the nature of language and communication undergoes in the course of time.

For GBE programs, this approach alone is somewhat time-consuming and, although not completely without merit, must be supplemented by considerations based on more theoretical grounds. Doing so involves very careful organizing and specifying that which is to be taught by measuring

it on consciously developed guidelines and criteria.

Learning theory supplies the reason for a carefully prepared and organized teaching approach: this theory supports the idea that one learns most effectively when material is presented in a structured way, i.e. when the learner can perceive a system from the organization and sequencing of the individual elements which are to be learned.

This idea is certainly not a new one. We are accustomed to following this premise, particularly on the introductory level of language instruction, most notably in the presentation of grammatical forms. Not that their sequence of presentation is absolutely immutable; but nevertheless, a logical order seems to exist that prevents teachers from confronting their students with a form of the subjunctive past time in the passive voice before they have covered the present active indicative.

It seems to be the generally accepted opinion--and I most certainly adhere to it--that learners who set out to acquire proficiency in an LSP such as GBE should already possess a basic knowledge of the target language of at least the

intermediate college level, corresponding to the 'Intermediate Mid' or even 'Intermediate High' level of the Inter-Agency Language Round Table of the U.S. Government.

We therefore face the question of structuring not so much with regard to the grammatical forms although these still have to be considered. The priority, however, must fall to forms of communicative competence. With this I mean the the ability which enables a learner to perceive a given situation, assess it correctly, and adjust his or her linguistic actions accordingly. After all, how to do things with language takes primacy over the mastery of an unapplied system.

Recognizing the communicative and functional character of language in general, and of LSP and thus of GBE in particular, the pertinent communicative conventions then have to be isolated and defined. Subsequently, an adequate order has to be developed for them, which must be planned no less punctiliously than the arrangement of grammatical conventions.

Once the applicable communicative conventions have been determined and their order defined, we are already in a better position to select the

pertinent texts and materials which the students are to work with and which will serve as models for their specific language acquisition. But additional factors remain to be included.

In order to supply the language practitioner with orientation (and perhaps in the long run also contribute to the improvement of the supply of GBE texts), I will list and examine these additional factors and order them in a manner which shows the correlation between them.

A similar model for a set of factors and criteria like the one I am proposing was developed as a result of research done by Rudolf Beier and Dieter Möhn of the University of Hamburg in connection with a 'Hamburger Gutachten' regarding specific language materials in German as a foreign language. This work served as an inspiration and guideline for my own model.

The system of factors is listed in the form of a diagram. This system demonstrates how the different criteria allow for a variety of courses and materials on various levels of GBE instruction.

The diagram also clarifies the relationship of the factors to one another. It illustrates the

prerequisites and the decisions which determine the realization of the objective: the establishment of an effective course or program in GBE on the basis of the most adequate teaching and learning materials.

Prerequisites	Decisions	Realization
1. subject-related/ communicative prer.	4. skills, communicat. comp.	Instruction of GBE on the basis of
2. participant-related (instructor/learner)	5. situations and texts	specific teaching and learning
3. needs analysis (learner/society)	6. structure of teaching materials	materials

Let me consider these factors one by one:

1. SUBJECT-RELATED AND COMMUNICATIVE PREREQUISITES

When analyzing the language of business and economics, the subject-related as well as the communicative aspects become evident. Both can, of course, only be separated conceptually. But it is necessary to make this conceptual separation because each aspect is supplied by a different expert: content by the specialist in business and economics and linguistic realization by the expert in languages and linguistics.

It is generally recognized that various LSP possess specificity not only in the realm of lexicon and word formation (i.e. morphology) but also in syntax and possibly text formation. GBE therefore is different from all other language realizations in its selection, use, and frequency of linguistic means. On the content side, GBE utterances are defined by the knowledge, understanding, cognition, and thoughtprocess characteristic for the field of business and economics. It follows that GBE can only be taught and learned on the basis of authentic texts. This requires a familiarity on the part of the learner,

preexisting or simultaneously acquired, with the concepts and the conceptual system of business and economics.

2. PARTICIPANT-RELATED PREREQUISITES

Three aspects relating to learners have to be taken into consideration: their age, their linguistic preparation, and their area-specific competence. In the field of GBE most learners will be adults. This allows for a greater emphasis on the cognitive element and requires clearly defined goals.

The qualification of the instructor also depends on three aspects: his or her pedagogical-didactic competence, proficiency in the target language, and knowledge of the subject matter in question, business and economics. As yet, the latter remains largely a desideratum. The problem can, however, be alleviated through continuing education, formal or private, and through thorough and continuous consultation with experts in the field.

3. NEEDS ANALYSIS

It is impossible to teach language in its

totality; it is just as impossible to teach all manifestations of GBE. Therefore a well thought-out selection has to be made from the constantly growing corpus of GBE language occurrences. In addition, the needs perceived by the learners on the one hand have to be weighed against those of society for area-specific linguistic preparation of learners on the other hand. These needs are manifested in the specific types of communication in which the learner is to attain proficiency.

In GBE as in most LSP the learner's language needs can be anticipated with a fair degree of accuracy. It adds considerably to a student's motivation when he or she recognizes the close relationship between the study of a grammatical or lexical feature and the clear intention realized by it, e.g. definition, evaluation, information, persuasion, etc.

4. SKILLS, COMMUNICATIVE COMPETENCE

This factor deals with the traditional language skills. Striving only for reading comprehension in GBE is entirely insufficient. Frequently, listening comprehension and speaking proficiency are even more important. The amount

and form of writing in a course depends on the result of the needs analysis in each particular case.

A fifth skill, translation, must frequently be added, since many learners have to assume the role of liaison specialists, be it in a multinational corporation, the world export market, the political arena, or an international agency like the World Bank or the International Monetary Fund.

Investigations by Bausch and others in the Federal Republic of Germany revealed that the four-skill differentiation is too rough. A finer differentiation and even some skill combinations have to be made in order to approximate class room instruction to the reality of GBE.

5. SITUATIONS AND TEXTS

As mentioned before, the use of authentic texts is mandatory in teaching LSP. Two reasons shall be cited: first, learning psychology claims that authenticity of material adds to the motivation and interest of the learners; secondly, linguistic reason points to the fact that various LSP show a different selection, use, and frequency of linguistic means on all levels of the

linguistic hierarchy, not just the lexical. Their realistic rendering is hardly reproduceable in prepared and edited texts. Therefore, an adequate number of different authentic GBE texttypes must be selected reflecting a variety of possible situations.

The problem of "the most suitable text" can not be solved once and for all because numerous and varied communicative situations are reflected in the Gestalt of specific texts; also, the needs of learners are varied. In each case of GBE course planning this problem arises anew and has to be solved in light of the entire network of essential factors. In view of current linguistic understanding the use of popular-science texts for the purpose of introducing subject matter is at least highly questionable.

6. STRUCTURE OF TEACHING MATERIALS

The structure of the teaching materials to be used brings up the question of progression. Again, three aspect have to be considered: the first is the one of grammatical structuring, a purely linguistic one. The second is the pragmatic-situational aspect based on the communicative

objectives which are to be achieved. The third aspect is subject matter related, i.e. it is based on the organizational requirements of the field of business and economics itself. These three aspects are not always of equal importance. If the learners are already experts in business and economics, then the subject matter aspect can play a secondary role. If on the other hand they possess a high degree of proficiency in the target language, then the aspect of grammatical structuring is of lesser importance.

LSP/GBE courses are very well suited for a cyclic approach to teaching and learning instead of a linear one. In a cyclic approach learners progress from level to level in their grammatical and functional abilities, thereby passing through the same learning experiences repeatedly but with expanding grammatical, lexical, and informational repertoire. Their ability to engage in meaningful communication becomes more differentiated and more precisely adapted to each particular situation as their expertise increases (e.g., the level of formality observed). No progression takes place from one level to the next unless the learners'

linguistic expression is acceptable in grammar, content, and suitability for the situation. Since the same learning units are passed through on successive levels, the learners also experience reinforcement of previously learned information.

Four major criteria for text and material selection and subsequently course and program development emerge from the six factors discussed above:

DETERMINATION OF COMMUNICATIVE GOALS

An essential precondition for successful course design is the determination of the precise communicative goals which are to be achieved by a particular group of learners. These goals have to be selected from the great variety of communicative abilities which are essential for active and passive operation on various levels of German for Business and Economics.

USER PROFILE

Learners differ according to language and subject matter knowledge. Since we seldom deal with only one individual but rather with groups of learners, the results of our user profiles are to

a certain extent generalizations. Nevertheless, they provide essential data for goal determination. The instructor's qualifications, as pointed out before, are at least equally important.

AUTHENTICITY OF TEXTS AND MATERIALS

The outcome of a course will match the initial goals only if we use the kind of materials which are linguistically and in subject matter realistic or at least approximate reality.

ADEQUACY OF STRUCTURE OF MATERIALS FOR GOALS AND USERS

Goals and user profiles in each particular case determine the sequencing of material, the form of exercises, and the manner of content introduction.

GBE encompasses a wide range of communicative possibilities: from the most abstract form of expression which is close to the language of economic theory--as can be found in official publications of the German Central Bank and the Ministry of Finance--via the less formal tone of

oral communication in business negotiations or the written form of an inter-office memorandum, to the least formal linguistic interaction in "shop talk" at the office work place or between two managers over business lunch.

For illustration I suggest a by no means exhaustive list of written and oral texttypes that might find a place in a GBE program:

Written texttypes.

1. Correspondence, memos (for reading, writing)
2. Newspaper articles (reading, summarizing)
3. Business and stock market analyses (reading)
4. Reports (reading, writing)
5. Official forms, e.g. checks, tax forms, requisition forms etc. (reading, filling out)
6. Legal texts, e.g. Labor-Management-Relations Act, tax regulations (reading)
7. Analysis of economic data, e.g. by the Federal Office of Statistics, the Central Bank etc. (reading)

Oral texttypes (listening and speaking)

1. "Shop talk", including various levels of politeness, with coworkers, customers,

- supervisors, business partners, officials of government agencies
2. Telephone 'manners' in each case listed under 1
 3. Negotiation strategies
 4. Presentation and argumentation of facts at informal meetings
 5. Discussion of formal conference presentations
 6. Oral reports, paper presentation

In this list the degree of complexity and abstractness is not necessarily in ascending order and the steps are not of equal distance from one another. For some texttypes passive mastery will precede active proficiency considerably, usually more for written than oral ones. (We will hardly expect our students to produce legal documents in German!)

Detailed discussion of feasible testing techniques would go beyond the scope of this paper. However, this needs to be given careful consideration as we continuously refine our course offerings.

In all language teaching our purpose is to teach language as a whole, not grammar, functions, situations, and notions. No matter what approach

we chose, if our students achieve the goals in the German business world which they and we had set then we can call ourselves successful.

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USING JOB ADVERTISEMENTS IN TEACHING BUSINESS GERMAN

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USING JOB ADVERTISEMENTS IN TEACHING BUSINESS GERMAN

In teaching a foreign language for special purposes one would like to be able to rely on elements, words and concepts, of the specialized language that are spread by way of economic and political developments. I would like to make use of this shared semeiotic basis and construct a series of lessons in business German on the language found in job advertisements in West German newspapers. Since, however, these advertisements contain specific West German, if not European, interests and needs one can also give the students the possibility of reflecting on and discussing the nature of and the social meaning of the jobs advertised.

The goals of the series of lessons are for the business-German students to become acquainted with linguistic items and their semantic correlates relating to the West German business world. I am thinking especially of these areas: forms of business organizations, departments and activities within a company, jobs in business and the duties involved, and areas of business studies and the corresponding degrees. It is to be hoped that these goals will be reached almost as a by-product of activities in the lessons associated with the components of a communicative act.

I will define the text of the want-ad as establishing a communicative act wherein a company, a future employer, describes and defines itself, the duties of the job that is being offered, and the qualifications or pre-requisites the applicant must have. It also tells the reader of the want-ad what application materials should be sent and to where. The future employee, the hopeful applicant, if not already traumatized from previous job-seeking activities, should have

a positive relationship to the text. The person addressed in the text has to decide whether to respond in the appropriate, often overly-careful, way. Only one of the many would-be employed in the present state of our 'technetronic' world can get the job that the employer, in all but a few ads (e.g. for a lower-level position in the Ruhrgebiet), only has to present. Thus, we have emotional components, intellectual components like information processing and decision making (emotions and the pragmatics of the situation obviously playing a role), and activities like completing tasks--all of which are associated with this communicative act and which our series of lessons can make use of.

The lessons are to progress like a trip into a foreign world, i.e. the West German business world. The U.S. students will have to prepare themselves, have pre-trip discussions, learning some basic phrases before arriving on the foreign shore. The teacher's job is to accompany them as guide, learning at the same time those specifics of, say, the U.S. business world if the teacher was a full-blooded Germanics major at university. In general, the teacher facilitates the students' delving into the foreign world, giving the necessary linguistic advice and sociopolitical and cultural background so that they learn words and concepts of business German and their pragmatic linguistic components.

I assume the U.S. students in business German are business majors at college level or beyond and have had at least enough German to recognize lexical items and grammatical structures available after two or three semesters of college German. It would be ideal if it could be assumed that they are specifically interested in entering careers in international business.

I assume the teachers are former Germanics majors who have or are directed to have an interest in teaching a course in business German. Perhaps they are German speakers with experience in the business world who have been recruited to teach a course in business German. Or they are teachers of business German who believe that a practical yet critical and historically cogent relationship to the West German business world could happily lead to the person involved in international business not only effecting the immediate task of completing deals or managing a subsidiary but also establishing a two-way dialogue(a redundancy for our times) with a trading partner whose relationship to us(U.S.) is not limited to trade.

The first lesson is the pre-trip discussion. In small competing(lightheartedly, I hope) groups the students are to discuss the cognates, principally technical terms, that appear on a list made up by the teacher. The words are to be selected for their practical value and model character to be defined later; length is not of prime importance. The teacher and the fellow students are consulted during this phase of the lesson. After this preparation the words are discussed in the class as a whole. Where appropriate the list contains other word classes that make up a word family for, usually, the noun given. The discussion centers around what a West German would understand by these terms, what the words typical to most ads for business jobs mean in practice, e.g. Mobilität when combined with Reisemobilität. It is perhaps worthwhile to note that the language of these want-ads, for a non-technical or non-professional West German,

is full of 'Fremdwörter' ('foreign' words). In our list they usually show their common Latin etymology, the older business terms coming into German by way of Italian and then French, the newer ones by way of (American) English. The problems that always arise with such cognates is that of the more narrow or even opposite use of the term in the one language compared to its use in the other, normally the 'mother tongue' or the language in which the word first got its socioeconomic and politically determined birth.

Words still identifiable as loan words are, in general, not in the list. These are almost always American English terms that refer to specific U.S.-American business jobs or business concepts and practices that have no counterpart in the sociopolitical and cultural tradition of the German-speaking world. As examples, we can find in want-ads: 'on-the-job-training' and the now somewhat 'eingedeutscht' Know-How; Financial Analyst, Credit and Collection Specialist, Assistant Controller, Key Account Manager, After Sales Manager. Marketing and Public Relations seem to have found a niche in the German business world comparable to kindergarten in the U.S. in the 19th century education world. Possibilities for interesting discussions here are, I think, limited only by the needs and interests of the learning group.

The teacher has the job here of aiding the students in attempts at clarifying the 'educated guesses' made by the groups. For example, the German Branche looks enough like the English branch to be related as it really is. However, in German it only has the meaning of an area of industry or commerce, a sector (compare German Sektor), and has nothing to do with the local office of a firm, i.e. with a Filiale. The German Engagement has nothing to do with two people promising to marry, except

as a nonsense item in a three-item multiple choice test. One of its German meanings does have something to do with engagements, i.e. commitments in the sense of existing contractual obligations. Thus, in a want-ad in a West German newspaper we find that a person is needed who will be responsible for 'die Beratung der Engagements'. The 's' plural clearly betrays the word's foreign source. German usually prefers a German plural for its Fremdwörter, the important words for our purposes being Firma(Fa.),-en for the English firm or company and Daten for the English data. Corresponding to this one meaning of Engagement there is the adjective form as found in 'engagiertes Kapital'. This, of course, would not appear in a want-ad. But the second meaning of 'engagiert' is certainly found in want-ads. The employer wants someone who will be dedicated to the work one is asked to do, interested and industrious, i.e. 'ein engagierter Mitarbeiter'. So when our business German student reads in a German want-ad that 'persönliches Engagement' is needed we not only will want the student to pronounce the word correctly but to recognize it as the nominal form of the here defined second meaning of the adjective 'engagiert'. Helpful could be the constructing of proper collocations for the words that do not have a one-to-one correspondance with English words. Using, practising, the words comes later, however.

It is to be hoped that in this lesson students will be able to recognize certain patterns of spelling and etymology (depending on their background in Latin) and word formation (mainly suffixes) that transform these Fremdwörter into

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German looking and German functioning words. I think it practically advantageous if these spelling differences can be codified. If pointed out to him or her, the student can have a handy vade mecum regarding these transformations.

With respect to endings we get groups like this:

for nouns--German 'e' at the end of the noun where English has either dropped it or kept the 'is' end letters coming from Greek by way of Latin. Thus, Branche for branch; Analyse for analysis. German 'tät' for English 'ty' relating to a quality or state of being. Thus, Flexibilität for flexibility. German 'ik' for English 'ics'. Thus, Akustik for acoustics. German 'ie' for English 'y'. Thus, Technologie for English technology.

For adjectives--German having no 'e' at the end of an adjective coming from French/Latin where English retains it. Thus, aggressiv for English aggressive. German 'ell' for English 'al'. Thus, materiell for English material(a). German 'ibel' where English has 'ible'. Thus, flexibel for English flexible.

For verbs--German 'ieren' where English only has the 'e' at the end for these French/Latin words. Thus, German realisieren for English realize; for uses of British English this pattern becomes more than obvious--analysieren for analyse, programmieren for programme.

Within words the most obvious phenomenon we find is the German 'k' or 'z' replacing the English 'c', depending on whether the English 'c' is hard or soft, a good example being Konzern for a business concern. German 's' where English, mainly American, has 'z' is probably clear. Finally, the lone Assistent in the list for assistant and prefixed from Latin

like German 'prä' for English 'pre' probably need not be codified for the reader of a German want-ad.

An aim of this first lesson is to impress on the English-speaking business-German students a method to be used in our journey into the West German business world. They are to be able to critically and discriminatingly work with any similarities there may be with their native-language business world. They are to have for practical use a pattern of spelling differences that will enable them to work with the text of a want-ad. The lesson should not, however, be overloaded with the many fascinating linguistic points and social aspects a teacher would love to delve into.

As to the meaning and use of the cognates on the model list the students have learnt what semantic baggage they can safely carry on this trip into another business world. The trip is to begin in the next lesson, in the foreign world, but first with an English-language want-ad.

In the second lesson we will look at the structure and content of a job ad that appeared in English in the Frankfurter Allgemeine Zeitung (FAZ). By its own admission the FAZ has "the highest foreign circulation of all German-language daily and financial newspapers". The ads are expensive. The one we will be looking at here would have cost about one thousand DM. The FAZ is, as more than one commentator has noted, an interesting combination of conservative politics and financial comments and a sometimes liberal literary section, conservative and liberal being understood in their U.S.-American sense. Critically analyzing its style and other characteristics could delight a Germanics major for hours.

The FAZ comes from Frankfurt am Main, the home of West Germany's most important stock exchange and a commercial and trading center(Klein-Manhattan). That there are other important stock exchanges and commercial centers, especially for international firms, in West Germany could be noted at this time or when the addresses and zip codes of companies can be compared in the ads used in lesson three or four. The Saturday edition of the FAZ is full of want-ads appropriate for our series of lessons; its characteristics also make it relevant to the communicative act as defined in this paper. English-language want-ads are ensconced among German-language ones at the rate of about one per page. Another topic for discussion, I feel. But this want-ad I have here is to serve our learning group as a demonstration of what semantic elements appear in a want-ad directed to people in West Germany. It can also be used to show the students how such a want-ad is structured, the lexical and structural markers of its sections and what type of information can be extracted from it. The vocabulary relative to the goals in this series of lessons is to be introduced --slowly, unobtrusively. Mainly it will be a matter of the three main areas of German business and economics mentioned in the text(Volkswirtschaftslehre, betriebswirtschaftslehre, Marketing) and departments of a business organization(Management etc.).

The main goal in this lesson is, however, to give the students a way of first approaching a German want-ad text. As such the words and expressions found in the ad chosen should suffice. All the students are given a copy of the whole ad; the original

page with the English-language ad on it and Stellen-Angebote at the top is shown to the whole class. The students are divided up into groups, five probably being the maximum number for any one group to work effectively. One group has one section of the here neatly defined three sections in our ad. After a quick glance at their sections each group is asked to state what information is found in each section. The answers to be got with the tricks of the teaching trade are: description of the company, pre-requisites an applicant should have and a description of the offer, i.e. the job. They are then told that in line with such descriptions there are phrases and expressions that often appear. They have the job of finding or figuring out the corresponding German expressions for the English collocations found in their section. During this phase the teacher performs the role of consultant for any group that wants help. English/German dictionaries should be at their disposal.

I have a problem here. I would like to make a distinction between collocations, usually subject and verb, that mark sections of the text; typical expressions, usually consisting of base noun and pre-modifiers that describe for purposes of the producer of the ad; and phrases that are rule-governed completions for nouns or verbal expressions and that specify or define. In the case of the latter two groups of collocations it would be better to say use pedagogically distinctions made by Quirk, Greenbaum et al for English.

A speaker for each group or various speakers taking turns report the results of its work to the whole class. As teacher I could have specified that only collocations of group 1 and

certain collocations of groups 2 and 3 be 'worked on'. I am interested in the students having the right phrases ready when they meet their first German want-ad. With respect to the trip framework we are all now on the plane going to the foreign world.

The German versions of the group 1 collocations must be discussed and clarified by students and teacher and then learnt as highly predictable markers of sections of the text of a want-ad in a West German newspaper. With respect to group 2 collocations it is a matter of showing what combinations German prefers compared to the English ones, e.g. "ein führendes Unternehmen" for the English "a leader...with an outstanding reputation". If the German expression is practised as a paradigm then the students could see that the slot for 'führendes' is open only to semantically constrained combinations with the base noun. We could also show them how the slot where 'Unternehmen' is found can be filled with other nouns. A listing of these would lead us to explanations of the various legal and practical differences in the meanings of these words, e.g. the differences between Unternehmen and Firma and Konzern etc. For the third group of collocations it is a matter of showing what post-modifiers can be expected in the German expression corresponding to the English one. In a noun phrase, for example, there would be the base noun and most often a prepositional phrase or a genitive construction, or there would be an infinitive construction following the noun, or possibly least often a relative clause after the noun. Thus, for the expression "the ability to communicate with others" we could get an

appropriate German form, "die Fähigkeit, mit Menschen umzugehen". However, just as the first lesson is not to be a lesson in linguistics, this second lesson is not to be one in translation. Collocations of groups two and three, and especially three, will be worked with intensively in the next lesson. What I want in this lesson is for the students to have a certain discriminating pre-set before arriving in the foreign world. I want them to have an idea of the general structure of a want-ad text in a West German newspaper, have an awareness of the three types of collocations and that German has a different way of expressing things, and to know the most predictable linguistic markers of these three sections of such a want-ad.

In lesson three our interest will primarily be directed at working with the structure of the German-language want-ad, practising a method for--pardon the expression--decoding the text. This will include working with collocations of groups two and three. The students know how a want-ad in a West German newspaper is structured as to the sections and certain markers. Here they are to learn how to recognize divisions of a job advertisement that may not be so nicely divided as the one in the second lesson. They are to work with lexical and semantic and structural markers in the text.

I suggest that only one or, at the most, two German want-ads be processed (sorry again) by one group for each of the three previously defined sections. The students are first to glance over the text section their group has and decide what are the first and last words of their section. If information from another section is embedded in the one they have, they

can mention this; they can put brackets around it in pencil. Each person, of course, has a copy of the whole ad or ads. After the results are discussed and points clarified in a short discussion, the main task for each group begins. On the board the teacher, either on his/her own initiative or by eliciting responses from the group, has already written the title of the job the ad is for and under it as headings for columns the words: Beschreibung der Firma, Beschreibung der Stelle and Voraussetzungen(des Bewerbers). Befitting the functions of these sections we have a text that is top-heavy with noun phrases. These are embedded in the highly predictable group 1 collocations as I would have them understood. The students are then directed to look more closely at their text and for their section get information in the form of collocations that answer these questions: (if two ads the first question is obviously who has what) Was ist das für eine Firma? for the first section. Was muss man bei der Firma machen? Was sind die Aufgaben in dieser Stelle? for the second section. Was soll der Bewerber können? Was sind die Voraussetzungen für die Stelle? for the third section. This order of sections is the one most frequently found in a German want-ad compared to that in the English one. Recognizing this order in our German ad is part of this lesson.

The students can either underline what they think are the appropriate constellations that answer these questions or write them down in table form. We, thus, can get information such as, in answer to the question for section 1, "ein führendes Unternehmen der Dienstleistungsbranche"; in answer

to questions for section 2, "die Erarbeitung von Grundlagen für die Vertriebspolitik"; in answer to questions for section 3, "über englische und französische Sprachkenntnisse verfügen". The results are then presented to the class and written on the board. A discussion should center around the accuracy of the information gathered with respect to the structure of the want-ad and should lead to clarification of concepts and collocations, especially the noun phrases. Under concepts, for example, Ausbildung is explained as referring only to training as in the German apprenticeship system and has nothing to do with Studium. Or vocabulary can be practiced as in the question form: Was ist ein anderes Wort für Unternehmen? Passt Hersteller hier? etc. The teacher at his or her discretion can extend the list of collocations of group three found in the text under discussion with as many similar forms as the class can handle. The main point is that these collocations have a model character for our student in dealing with a want-ad text as a whole in the following lesson. An exercise I would suggest here is one I have found very helpful with respect to practicing relative clauses in sentences. The two parts of possible collocations from want-ads, either predicates with their completions or nouns--with or without pre-modifiers--and post-modifiers, are typed on separate chits of paper. One or more groups, depending on the size of the class, get the chits having the one part of the expressions, the other one or more groups get the chits with the other part of the expressions. For example, on one piece of paper they would find '(Wir haben) 90jährige umfangreiche Erfahrung' and on the other chit 'auf dem Gebiet der Elektrotechnik'.

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These pieces of paper are scrambled and going from group to group, first one person reads the one part of the expression and a person from the other group, consultation being allowed, reads out the completion. The first person then has to say the whole expression. In this way we should be prepared for the next lesson.

In the fourth lesson we will be concerned with reading as an activity. We will deal with the want-ad text as a whole. The students will be involved in working in pairs and then in small groups. They will have to read for gist, read for detail, to express their opinions, likes and dislikes, and to comment on information given.

The teacher finds four German job advertisements, copies of which are distributed randomly to pairs of students. The ads chosen should not contain too many new business terms, i.e. a long string of nouns for specific areas of economics and management and business activities. The format of the ads is such that the title can be neatly deleted when the ads are copied. Two of the ads should contain specifics about what application materials are to be sent in.

On the board or on an OP transparency the teacher writes the four job titles in as unorthodox an order as possible. The students then have three to five minutes to scan the whole ad and, working in pairs, to discuss the ad and decide which job title fits their ad. A pair is called on to answer the questions: Was haben Sie/habt ihr für eine Anzeige? Von welcher Firma?/Wie heisst die Firma? Then the questions: Was ist das für eine Stelle dann, die Firma x anbietet?/ Was für einen Mitarbeiter sucht Firma x ?. Then:

Warum meinen Sie/meint ihr das?//Warum meinen Sie/meint ihr, dass es eine Anzeige für die Stelle ist? And then to the others: Sind alle einverstanden? Oder gibt es Bedenken? Then we go on in the same way for the other three ads.

Small groups are next formed to work on reading the want-ad texts for detail. The groups are optimally formed by asking the question: Wer hätte Interesse an einer Stelle als x ? Or more simply put: Wer möchte mit der Anzeige für die Stelle als x arbeiten?

The task is no other than the by now standard one of extracting information from the text and presenting it in a short form to the whole class. The students are given the instructions to get information that answers these questions: Was ist das für eine Firma? Die Art? D.h. in welcher Branche tätig? Was macht sie? Was stellt sie her? Gross oder klein? etc. For the second section concerning the job: Was ist das für eine Stelle? Die Aufgaben? And for the section on pre-requisites: Was sind die Voraussetzungen für diese Stelle? Was sind unbedingt erforderlich? Formalien: Studium, Erfahrung? Informelle: Einstellung? Was wäre von Vorteil? The students have about twenty to twenty-five minutes in which to take notes on this information, to discuss the new business terms they meet--the teacher acting as consultant. Then a spokesperson for each group presents the results to the whole class, for discussion, clarification and elaboration. Everyone has the chance to see how they would do it better, what they would not have seen in the text etc. The whole learning group must at the end of the lesson be satisfied that the information has been adequately, if not more than adequately, processed.

In the discussion, if it seems appropriate for the learning group one has, the teacher can give the impetus for an expression of opinions, likes and dislikes, with respect to the job advertised: *Würden Sie sich/Würdest du dich um die Stelle bewerben?* The teacher has, of course, here the chance to mentally register job interests so that appropriate *want-als* can be used in the lesson after the next. The vocabulary relative to the goals of our series of lessons is, however, being expanded all the time.

The discussion should close out the lesson and lead us to the next stage of our journey, a German application.

Assuming the class is still more or less intact and with us, we begin by bringing in examples of German applications-- either those obtained from German acquaintances or constructed by the teacher. We need 1. *einen handgeschriebenen Lebenslauf*, 2. *Zeugnisse* and 3. *ein Bild*. The students are told that these three materials make up what is meant by '*die üblichen Unterlagen*' for an application(*eine Bewerbung*). Often, similar to U.S. job advertisements, we can find mention of *Gehaltsvorstellung* and '*früh(e)stmöglichen*(or as found in a real ad which could lead to a pleasant, even humorous, stylistics discussion--*frühstmöglichsten*) *Eintrittstermin*'.

I can imagine that U.S. students will react rather skeptically to a company wanting a 'hand-written' life story and a picture of the applicant. Certainly some anti-discrimination and equal employment opportunity laws could become applicable to these requirements. Up until the ever-increasing introduction of U.S. type or 'technetronic' relevant tests and business

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and work practices, hand-written and deeply personal accounts of one's life, particularly one's Bildung, played an important role in defining one's position at school or work. In education there were the Charakteristiken and Bildungsläufe; as far as I know multiple-choice tests appropriate for computer scoring were all but impossible before the 1970's. The 'tabellarische Lebenslauf' is a new form, let us estimate ten years old or so, for West German applicants. It is often but not always typed. It corresponds to a U.S. curriculum vitae but is strictly chronologically organized.

What can a company or its Personalleiter expect to learn from a hand-written story of one's life. And it is a story of one's life; not just education and experience and interests and distinctions, but mother and father, their jobs and titles etc. are included. The students are shown a copy of such a Lebenslauf. Does the employer get an idea of how orderly his future employee is? Can, as usually assumed, a large company have a graphologist as consultant who then gives an idea of the applicant's personality traits? The U.S. company would rely on a psychologist and personality tests or on Assessment Centers that the Handelsblatt mentioned approvingly in a recent issue.

And does the employer have a better chance to take 'humanistic' aspects into account when making the decision for one candidate over another. Who knows? Or is it only the manner of presentation that counts, the way the applicant shows he or she has reflected on his/her past, his/her development? Of course, as is probably known to all here, a mistake in form on any written German communication, the bogeyman Kommatafehler, for example, can have more weight than anything having to do

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with content. The main point, I imagine, is that U.S. students come to know what a German student or any applicant for a job has to submit and begin to reflect on the meaning of these application materials. The complaints coming over the past five to ten years and ever more frequently concerning the 'old-fashioned' and 'inadequate' West German system of training for doctors and businessmen ('nicht straff organisiert', 'nicht praxisbezogen'), the looking over the Atlantic at the U.S. MBA, all of this relates to a development which interests me as a topic to be critically analyzed, but I must get back to the students.

The students then are to produce a 'handgeschriebenen Lebenslauf' modeled after the one being shown in the lesson. Translating the job of one's father or mother into a German job title can be difficult, but since for our U.S. students the game character is important, we come as close as we can.

As for the Zeugnis it may be somewhat alienating for the U.S. student to learn that his German counterpart does not have a degree in calfskin or sheepskin or vinyl or whatever, with finely engraved emblems and impressive formal language. The German Zeugnis is simply a sheet of paper with the obligatory signature and bureaucratic stamp. The Zeugnis only gives information about whether 'Bestanden' or 'Nicht Bestanden' and the grades for the final examinations and for the thesis. Our students have here the chance to express their opinions on such a system. We, however, have the chance to codify the types of degrees one can get from West German universities, how they compare to U.S. degrees (length of study etc.) and the various fields in economics and business one can major in. In the second lesson the students saw the

major divisions of Volkswirtschaftslehre, Betriebswirtschaftslehre and Marketing. In the following lessons they have come across job titles indicating other areas of study in business or economics.

The photo is always passport size and appropriate for applying for a job.

With respect to Gehaltsvorstellung we can try to give our students some idea of the salaries West German business people, especially middle and top-level management, can expect. If the group warrants it, we can go into detail on what the income is made up of (perhaps Aufsichtsratsstancienen etc.), what type of employment contract one gets or does not get, how much written notice an employer or employee is entitled to before the contract is ended, etc.

It is to be hoped that, coercion not being applied, the students are still interested in this 'trip' and want to bring to the fore their sensitivity and sense of humor and willingness to play a game and do role-playing in the last two lessons of the series.

In this penultimate lesson in the series the teacher comes armed with index cards. These cards are divided into two types. One type has the name and perhaps the logo of the company on the one side of the card and on the other side there is the description of itself as taken from its want-ad. The other type of card has the name of the corresponding job titles and a description of the duties involved in the job. There should be enough companies and jobs to be randomly distributed--at a minimum--one for every two people in the learning group. The choice of job advertisements for a specific group can be based on information on likes and

dislikes, on job preferences, obtained in the fourth lesson.

The practical problems of an odd-number of people in the learning group and other such problems can, I am sure, be handled.

The person with the job title is instructed to go to the person representing the company. In pairs and using all materials available, Wörterbücher(if necessary), Lexika and Fachlexika, and, of course, the language facilitator, the students are to write up a description of the prerequisites the applicant must have. Whether their description is simple or complex, whether it corresponds in style to the self-image of the real company, should not be looked upon as a problem. At the end of their work these pairs are given the real ad to compare it with their 'Leistung'. Copies of all the real ads used in this lesson are then given to all of the students.

This first phase of the lesson should certainly take up less than half of the lesson time. I personally would have my doubts about a written exercise that seems to go nowhere. The goal in this lesson is that the students are able to practice their writing skills, each person of the pair contributing the necessary information, as found on the cards, relating to the type of applicant needed. It can also be seen as a chance to work with information received in the previous lesson as well as all that one has learnt in this series of lessons relating to vocabulary in business German. The students are also here to be cast in a role that they could play in the next lesson--that of Personalleiter(personnel manager). In practice, however, such role-playing could

take place only if the group is open to such games and if its general level of language sophistication is high. The students would have to be able to handle a wide variety of linguistic items to express functions such as politely rejecting an applicant, perhaps even using the typical expressions found in replies to applicants, for a job in a West German firm, giving reasons for a decision etc. In the last phase of the lesson the students discuss why the future employer wants an applicant to have the specific pre-requisites that they were not able to mention in the description they wrote. "Warum muss man Diplom-Betriebswirt sein?" "Warum braucht man Durchsetzungsvermögen?" A general discussion in the class should close out this lesson.

In the final lesson then the climax of this series of lessons should be the finding of a job one would like to apply for from among the many found in the pages of a West German national newspaper like the FAZ. The searching through the want-ads can be done alone or, two or three people having worked well together during the course of the lessons, with others helping. Yet each person has to find and apply for the job or jobs for him or her. The activities involved, the skills being practiced, are the scanning of the pages of a newspaper for job titles, using the knowledge gained in the lessons to interpret the terms correctly as to their West German pragmatic linguistic value, reading for gist, reading for detail so that one can put together the appropriate application materials. Where necessary the Lebenslauf can be 'frisier' ('fudged up') so that it better corresponds to the information communicated in the want-ad;

also, it is a matter of 'handgeschrieben' or 'tabellarisch'. If the students have already learnt how to write letters in German, then we can ask them to write the appropriate cover letter. In the letter they state the job they are interested in, where they saw the advertisement, what their salary expectations are, and when they can begin. A U.S. cover letter usually contains more information and expresses the information in a different way than the German one so that there will be a mixing of U.S. concepts and language structures with German forms and requirements, but this is part of the game. If, however, the students have no experience with letter-writing in German, then we can give them a form letter made up by the teacher and have the students fill in the appropriate information. It is clear to everyone that a form letter is not the way to get a job, but the task here and the goals of our lessons have top priority.

The same thing can be done with a Zeugnis, a form being handed out to the students that they fill in with their subjects and, perhaps wonderfully fictitious, grades and thesis title.

As a type of check on whether the series of lessons has been effective in teaching business German could be either that the teacher simply checks to see if the application materials are appropriate for the job advertised or a discussion -- 'applicant' with teacher or fellow student or students -- reveals that it can not be the right job for him or her or, in classes where the students' ability in German permits it, small committees are formed that act

as Personalleiter and pass decision on the applicants.

The latter form would be role-playing at its height, tending even to psychodrama. And here I can hear a type of rejection that, exaggerating only slightly, one could meet with in West Germany, "Der Lebenslauf zeichnet sich negativ durch eine Vielzahl von Interpunktionsfehlern, insbesondere Kommafehlern, aus" And here we come back to U.S. reality and the series of lessons is over.

Before ending I would like to touch on some 'unrealistic' aspects of the work here. It will be 'unrealistic' to have women students apply for these jobs, though in our classroom situation this will be the case. Almost all the want-ads, especially for top-level management jobs, are addressed to men, either indirectly, i.e. using only the masculine form of the noun for the job title, or directly, i.e. by stating clearly that only a 'Herr' need apply. I for one would be happy to get involved in a discussion of this situation, especially as it relates to discussions in both West and East Germany on the role of women in society and business, the use of masculine forms of nouns for titles and jobs, the pronoun problem, U.S.-West German women's movements etc. etc. But.

Another 'unrealistic' aspect is, I feel, the ads themselves. For an MBA from an elite university with some years experience in junior management in a large firm a want-ad in the FAZ may be realistic. For most students they are appropriate for game-playing and role-playing. But the information--cultural, sociopolitical, business technical--our business student will need later is present in these ads to an extent ideal for classroom training.

I have hoped in this paper to have presented suggestions for ways of using a job advertisement in bringing students closer to the terminology and the world of German business. I have mainly wanted to show an approach to the material and some elements an individual teacher can utilize in teaching business German. The vocabulary and concepts related to the goals as set forth at the beginning of this paper have been embedded in activities. The nature of these activities can aid the individual student in learning the vocabulary and concepts important for his or her needs. As to methods, extracting information from a text and decision making, especially as contributor in a group, is certainly not strange to corporate behavior.

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OBJECTIVES, METHODS, TEXTS AND MATERIALS
FOR TEACHING BUSINESS GERMAN

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OBJECTIVES, METHODS, TEXTS AND MATERIALS

FOR TEACHING BUSINESS GERMAN

By Doris Fulda Merrifield

The German business student who enrolls in a Business German class, intends to work in an international corporation or to do business himself with a German speaking country. In order to function successfully, he or she must be able to communicate orally as well as in writing and to understand the gist of relevant articles in newspapers and business weeklies. Facility in oral communication and reading comprehension has been getting more important than commercial letter writing since the advent of the word processor which can easily personalize form letters. The most important objective, in my opinion, is to teach the student these language skills.

The next important objective is to make the student familiar with the German business world. He or she will find significant differences to the US in social protection, the banking system, the structure of corporations, in advertising, and in the code of behavior in the business world. Other cultural differences must be pointed out, unless the student is familiar with them from previous German classes.

In order to make a decision on the texts and materials to be used, one obviously needs to look at the language background of the student and at the number and contents of other courses

required in the program. Most universities and colleges which offer a certificate in a business language or have an integrated degree program, such as this California State University with its new "B.A. in International Business with a concentration in French, German or Spanish", require business language and culture courses on the upper division, the 300 level. Cal State Fullerton, where I teach, requires two three unit courses of culture, one dealing with the past and the other one concentrating on modern German thought, and two three unit courses of business language. One of them concentrates on business correspondence and conversation. The other one was designed to introduce the student to the world of German business.

My own experience with Business German dates back to the Spring of 1980, when our department decided to offer Business German and chose me, a half-reluctant victim, to write the proposals for such courses and teach them. Had I known just how much work would ensue, I would not have been victimized that easily! Well, lucky for me, that summer of 1980 the Goethe Institute and EMU sponsored a week long seminar "Teaching Business German" in Cincinnati, Ohio, and I was invited to participate. That seminar gave me an opportunity to get a first introduction to the subject matter, to talk to colleagues with some experience in the field, to find out, during group activities, what exercises and skits would work in the classroom and which ones would not, and --

perhaps most important to me-- I had an opportunity to browse through the textbooks and literature on business German available at that time and thus could plan my first class.

There was not much choice in suitable textbooks, and I adopted three for a two semester sequence: Deutsche Handelskorrespondenz: der Briefwechsel in Export und Import by Rudolf Sachs for the Correspondence course and Deutsche Wirtschaftssprache für Ausländer by Franz Bäumchen for the course which was to make the student familiar with German economics. Der Kaufmann also by Franz Bäumchen, which was not intended for third year German students, but rather was written for students with very basic knowledge only (=Grundstufe 2), proved helpful by providing quick grammar reviews which could be done in class orally, without any previous preparation.

The two main texts presented some problems: Sachs' Deutsche Handelskorrespondenz helpfully provides a glossary with the business terms listed in the sequence of their appearance in the text. The model letters of the various business transactions are good too. They are followed by assignments (=Aufgaben) which are ok, but not sufficient. Since all the instructions are given in German-- a necessity here, because the book is also written for French and Spanish speaking people-- the student is right away provided with the German words and phrases he needs for the letter he is to write. I found it necessary to compose letters on the same subject in English which the students then had to

translate. To assist me in this task, I found a Langenscheidt publication very helpful. Its title is Englische Geschäftsbriefe heute: 4000 Austauschsätze und 100 Briefmuster nach Sachgebieten geordnet. The original edition came out in 1972. It reflects the modern, more relaxed, less overly formal business style. All German sentences are numbered and juxtaposed on the same page with their English counterpart. It is a great book, which I would recommend to any German/English, English/German correspondent in business. It does not lend itself, however, to a class textbook, since all the translations are given on the same page. The instructor would have to write all assignments and exercises himself.

To return to Sachs' Handelskorrespondenz: its shortcoming is that the instructor, plenty busy with reading and correcting letters between class meetings, has to do a lot of preparations to enliven the class and to practice oral skills. As I mentioned before, I do not believe any more that an entire semester should be spent on letter writing, when in the "real world" form letters for every occasion are stored in a word processor and are just waiting for a name and a few figures to be filled in. Comprehension of the letters, however, is mandatory, and also the ability to communicate by phone and to translate its contents, as well as that of any written message, to a supervisor who may not understand the foreign language. Therefore, I had the students read the letters out loud, discussed them in German in a series

of questions and answers and let them tell me the gist of the contents in English. I would give them German keywords or English outlines for a telephone conversation in German acted out by two students, and a third person would summarize the conversation in English.

To provide more variety, I would also bring in slide programs and tapes on German cities and industrial areas, provided free of charge by Inter Nationes, Kultureller Tonbanddienst. In the catalogue, which will be sent to you upon request, you will find, under the heading "Landeskunde," a program called "Wer kommt mit?" produced by Heinz Wilms and Walter Lohfert. It consists of twenty slides each, accompanied by an easy to understand text on tape, of five German areas: 1. Schleswig-Holstein, Hamburg, 2. Das Ruhrgebiet, 3. Köln-Bonn, 4. Frankfurt am Main, and 5. München und Bayern. To give a more complete picture of Germany, one could add "Nordseeküste und Tourismus" and "Oberammergau" (Inter Nationes, Nos. 245 and 332) and ten other slide presentations on German mountains, valleys and forests listed under "Landeskunde: Geographie." Most of them are long enough to fill an entire class period. The first time around, I play the text along with the slide show. The second time, I show the slides without the tape and let the students comment on what they are seeing. A video-tape, called "Werbespots", taped from the ARD & ZDF and available from the Goethe-Institut -- I don't know whether nationwide or only in San Francisco, provides some

fun and the need for listening closely. Those ads zoom by in seconds. I replay them several times with a pause in between each time to collect on the blackboard words and phrases the students have picked up, until we have reconstructed the text and can discuss its meaning. I also hand out ads cut out from "Der Spiegel und Der Stern and have students talk about their meaning and their effectiveness. Eventually they are asked to write a couple of ads themselves.

Recently, another text has come to my attention which I plan to use in the future alongside with Sachs' Deutsche Handelskorrespondenz. It will give us plenty of material for oral activities and reinforce key vocabulary. It is called Business Situations /German by Andrew Castley. It presents eighteen dialogues about a typical situation in business, predated by an introduction in English and in German to set the scene and the development of the dialogue by key words. Business terms are listed in German/English within the unit. <There is no alphabetical glossary in an appendix.>The dialogue is developed in three stages. The fully developed dialogue is followed by "Fragen zum Dialog" and by oral and written exercises. Except for the exercises to be done in writing, the material comes also in recorded form, including answers not given in the written text. The same publisher, Longman Group Limited, came out with another text, Business Case Studies /German by Roderick Paton and Bärbel Paton, a text which deserves close scrutiny too. In the

first 100 pages, 20 cases <"Fälle">, as they occur in the business world are presented, e.g. "Gründung einer Firma," "Sanierung einer kränkelnden Firma," "Naturkost GmbH - Marktforschung," "Gutkorn AG - Aufbau des Auslandsmarktes." They are followed by questions on the contents, a short section on "Wie sagt man?", by questions on the possible solution of the case, by a skeleton dialogue to be developed by the students -- this section is called "Machen Sie mit!", by written assignments, and a very selective, therefore short list of German/English vocabulary. For the questions on how to solve the case, solutions are indicated by key words in a 18 page long Part 2, called "Fallösungen." This text is much more demanding and only to be recommended for students with a very strong language background.

It was much more of a problem to find a suitable text for the other course, which was supposed to provide the student with a survey of German economics, along with supplying and reinforcing basic vocabulary for every sector of the business world. A book I would have liked to try out is Fachsprache Wirtschaft by Dietrich Fischer and Hans-Christian Schulze, published by the Carl Duisberg Centren. It has graphs and pictures and newspaper articles and generous space within and between exercises, features that are inviting to the eye. It offers brief information on each subject and is followed by a variety of exercises, among them many patterned drills. It would have been

a two semester text, supplying in combined form some information on German business practices and practical application of business vocabulary. I would have liked to give it a try, although it has no German/English or English/German vocabulary and would demand a lot of preparation by the instructor. What discouraged me was the price we were quoted and had to pay for the one copy we ordered: \$35.00!

As indicated, I chose --along with a lot of other colleagues-- for lack of a better one, Franz Baumchens Deutsche Wirtschaftssprache für Ausländer. The biggest part of the problem is indicated in its title "...für Ausländer." The book was not written for Americans or other English speaking people and therefore has no German/English vocabulary. The instructor spends countless hours in producing vocabulary lists. If he leaves it up to the students to look up the words, they will make very little progress, and not all words can be found in an ordinary dictionary. Most small-size booklets of German/English English/German business terms are too incomplete to be helpful. Of course there is the wonderful Wirtschaftswörterbuch <volume 1: Englisch/Deutsch, volume 2 Deutsch/Englisch> by Reinhart von Eichborn, a must in the library of instructors of business German, but very few students can afford it. Our department managed to buy a used copy for \$120 per volume. Years ago, I ordered for my students the somewhat complete dictionary Kaufmännisches Grundwörterbuch für Schule und Praxis, Teil I

Deutsch-English. Teil II was not available. The book was expensive, around \$16.00 three years ago, and had a serious drawback: no gender was given for the nouns, which cannot always be deducted from the text. It was helpful to me, before I had the Eichborn, but for the students I ended up making complete vocabulary lists for every chapter. I considered offering it to the Max Hueber Verlag to be printed and sold in an extra booklet. According to the "Vorwort", a "Beiheft" with a "Wörterverzeichnis" should have been available. The title and catalog number is given for the French glossary only. At the Cincinnati seminar, we were told that it did not exist, and I have not seen one listed in the catalog. For the last two years, I have not tried to find one any more. My vocabulary lists were completed. Moreover, I was planning to write a book which could be covered in one semester, with less complicated texts, with exercises which would systematically and in progressively more difficult structures reinforce the new vocabulary over and over again, and which would have very complete German/English word lists within the chapters and an alphabetic German/English and English/German glossary in the appendix. This book, Wirtschaftssprache für Amerikaner, is completed now and will be published by John Wiley & Sons, Inc. Publishers by January 1st, 1985.

The text has five units with a total of fifteen chapters. Most chapters can be covered in one week of instruction with three

contact hours. Some chapters will require more time, some less, as is indicated in the preface to the instructor. The Approach within each unit is as follows: Each unit starts with a text on the new subject and introduces vocabulary commonly used in that subject area. Not frequently used terms are translated in the margin, the others are listed under "Wortschatz" following the text. Words commonly used in the business world are printed in boldface. The lists contain many words the students should have learned already on the intermediate level. They were listed because students come with differing backgrounds, and a reminder does not hurt anybody. The instructor will be the best judge of which words his students should already know and how many new ones he can expect them to commit to memory for active use. The exercises, all designed to build vocabulary, give general guidelines to the selection.

Exercise No.1, meant to be done after an initial study of the words, digests the text in easy sentence structures, asking students to fill in key words. When their memory fails them, it is recommended to look for the words in the text rather than on the list, because it is more helpful to learn them in context.

Exercise No.2 is a study of cognates that appear in the text and have not been presented before. The student is asked to become aware of the small deviations from the English counterpart and to notice the gender. Brief oral sentences with these cognates will reinforce their proper form.

In many chapters, exercise No.3 focuses on a major grammatical aspect of the German language, using again the special vocabulary of the unit.

Exercise No.4 asks questions on the text. They could be done in class orally, but should definitely also be done as written home assignment. The questions were placed here rather than immediately after the text, because exercises 1-3 facilitate correct answers to the questions.

Exercise No.5. presents translation sentences. By now the student should be well enough familiar with the basic vocabulary to use it actively.

Exercises No.6 and 7 usually deal with newspaper articles or excerpts from the Deutschland-Nachrichten, related to the subject matter. Unfamiliar words are numbered and translated in the margin. Depending on the difficulty of the text, the students are asked to show their comprehension by marking questions right or wrong, by answering direct questions or by making oral or written comments or summaries.

Exercises No. 8 and 9 are usually skits between two people or other oral presentations that should be prepared before class.

Not all exercises conform to this sequence. Often the students are requested to comment spontaneously on charts and graphs. The instructor will ask them to react to photos. Patterned

translation exercises or taped and transcribed interviews were inserted in some chapters.

Class meetings, in my opinion, should be held entirely in German. Some exercises can be done orally in class without previous preparation. Others, prepared at home, should then be done orally in class, even when they are collected and graded. Time permitting, newspaper articles should be read out aloud in class and be discussed in sections, preferably after the students' first attempt to do the assignment that tests his comprehension. Up-to-date articles and statistics could be brought in, inviting comments on the change of conditions since the time the book was printed. The idea is to make the students use the many new words over and over again, until they come easy, and to keep the class lively and interesting at the same time.

Ideally, this book would be complemented by a text -- to be used in either the preceding or following semester -- full of practical every day situations in the business world. I imagine a book (and wished one of you colleagues would write it!) following, through conversations and letters, every step of an American businessman or woman setting up a branch office in Germany. It might begin with a correspondence between them and a German chamber of commerce which helps them select the most favorable location, then show them apply for an alien's residence permit in order to engage in business for themselves, rent a place for their business, register with the local authorities,

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apply for a telephone connection at the post office, interview and hire a couple of employees, establish bank credit and services, get help from a professional advertising agency, send inquiries to prospective customers and shipping agents, make offers, receive orders, send out confirmations of the order and shipments and bills and write reports to their parent company in the U.S. about the success of their enterprise. The earlier mentioned book, "Business Situations--German", in combination with a business coreespondence book, could fill the spot too.

An alternative I am considering would be to use my book as a two semester text and augment some of its chapters with other materials, as indicated with specifics in the "Preface to the Instructor". These would be letters of related contents, slides and tapes from Inter Naciones' catalog on "Landeskunde", recent newspaper articles about topics dealt with in a particular chapter, and updating statistics obtainable free of charge as flyers called "Information" from the Presse- und Informationsamt der Bundesregierung, from the yearly edition of the book The Federal Republic of Germany as a Business Partner, published by the Bundesstelle für Außenhandelsinformation and obtainable from your nearest German Chamber of Commerce, likewise the monthly review of "The Economic Situation in the Federal Republic of Germany".

You probably have heard about the business German test being developed as a joint project by the Goethe Institut, by the

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American Association of Teachers of German, the Carl Duisberg Gesellschaft, the Duisberg Centren and the German-American Chamber of Commerce in New York. It is a competency test at the bachelors level and therefore called "Diplom." Having recently been completed, model tests should soon become available and may give us new guidelines toward selecting texts and materials for German business courses.

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